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ABSTRACT

The Developmental Teacher Evaluation Kit (DeTEK), a four-phase evaluation system, provides for ongoing, objective, systematic teacher evaluation in which teachers and administrators collaborate in making decisions leading to teacher improvement. Phase 1, prediagnostic survey, involves the teacher's self-analysis, using the Teacher Performance Screening Inventory: A Self-Analysis Survey. Concurrently, evaluators (principal, administrator, another teacher) observe the classroom and note observations with the Comprehensive Observation of Performance (Co-op) instrument. A conference between the teacher and evaluator concludes this phase. Phase 2 is based upon specifically diagnosed needs or problem areas identified by both the teacher and evaluator. A Teacher Behavior Self-Report, Classroom Observer Report, Supplemental Student Report, and a Diagnostic Analysis Worksheet are incorporated into this diagnostic process. The third phase, Growth Planning and Development, is based upon specific growth activities described in the Professional Growth Plan. This phase identifies the responsibilities of each participant in the improvement effort, including provision of inservice education opportunities and resource materials. The final phase, a review session, focuses on recognizing the teacher's accomplishments resulting from the successful completion of the growth-plan activities. The review of the Teacher Summary Record provides an opportunity to make decisions regarding the initiation of a new evaluation cycle. (JD)

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TEACHER EVALUATION AS A DEVELOPMENTAL SYSTEM

by Ben M. Harris

The weak state of affairs in teacher evaluation in public schools has been noted repeatedly over the years by scholars and practitioners alike. McNeil (1981:280) refers to much current practice as "punishing and controlling" producing unproductive levels of anxiety. Harris (1983) argues that "...some practices...can better be understood as the 'games people play' than as formal evaluation." Harris and McIntyre (1979:295) criticize rating scales in common use as "...ineffective, at best." Borich and Fenton (1977:ix) point to the need for multiple criteria as one that presents serious problems to practitioners. Carey's (1980:6) study of state level involvement in mandating teacher evaluation suggests that objectivity standards are widely "neglected or violated" in nearly all states.

The growing emphasis of teacher evaluation has been on improving educational productivity, and it has taken several different directions in recent years. One emphasis is on accountability for product or outcome, hence, student competency testing or some other form of evaluation focuses primarily on student achievement. Another older emphasis has been on input evaluation, hence, reduced class size, better salaries, support services, desegregation and middle school programs, among others have been advocated. The

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efforts of Popham (1977) and more recently, those of Bessent and Bessent (1981) have emphasized input/output relationships. Still another emphasis, deals with teaching/learning process, hence, teaching practices, teacher/student interactions, even teacher thinking are placed in focus. Each emphasis has, of course, both merit and limitations, so that each has a place in the over-all scheme of efforts at improving schooling. But this latter emphasis on teaching has been handicapped by both the complexity of the phenomena involved and the old traditions of teacher evaluation as summative ritual that keep alive the threat of dismissal while corrupting efforts at the improvement of teaching practice.

Over a period of several decades, two rather significant departures from traditional efforts have emerged. MBO concepts have been adapted by Redfern (1978) and others to focus on teaching. Almost simultaneously, Goldhammer (1969) and Cogan (1973) developed their clinical supervision systems. The underlying concepts of collaboration, focus on only selected practices, formal cycles, and teacher autonomy are shared to a surprising degree by both approaches. Interestingly, they also share severe limitations as evaluation models. Neither calls for clearly specified public criteria of performance expectations. Both leave data gathering and analysis procedures neglected. They emphasize goal setting and improvement process, but neglect the details of systematic objective evaluation process.

Development of the DeTEK System

A developmental teacher evaluation system was designed in 1977-78 by Harris and Hill growing out of the work we had been doing with school systems' principals and supervisors. During the prior two decades, McIntyre and Harris had pioneered systematic observation/recording techniques which abandoned traditional rating scales and checklists in favor of descriptive observation records (Harris, et al 1975) (DeLuca, et al 1974). The use of such observations records proved to be reasonably reliable with a high level of face-validity, and they were readily adaptable for use with a wide range of performance criteria. Such observations had serious problems associated with them however. (1) They involved high-cost data gathering and analysis procedures. (2) They retained the teacher/supervisor relationship as one of superior and subordinate. (3) They required highly skilled practitioners to make proper use of the data for communicating, diagnosing, and guiding the improvement process.

The DeTEK (Developmental Teacher Evaluation Kit) system has been developed and tested with this whole range of problems in mind. It cannot yet be determined how well the system actually overcomes both the limitation of MBO (Redfern, 1978), clinical supervision, and systematic descriptive observation approaches. But its unique features have been well developed and positively received by various groups of practitioners. An early model of the system was developed and implemented with the cooperation of Volunteers for Educational and Social Services in some thirty Catholic schools in Texas. The fully developed model was first tested in Lufkin (Texas) schools

with approximately twenty principals and a larger number of classroom teachers. Revisions of both instruments and procedures as well as some changes in design followed from the Lufkin tests in 1979 and 1980. The system, as revised, has now been in use in both Lufkin and Temple school districts in both elementary and secondary schools for approximately two years. These pilot tests have not yet been formally evaluated.

What is DeTEK?

The Developmental Teacher Evaluation Kit provides for ongoing, objective, systematic teacher evaluation. Teachers and administrators collaborate in making decisions that lead to teacher improvement.

DeTEK provides instruments for gathering data on a teacher's classroom performance. The information from these instruments is collaboratively analyzed by the teacher and the principal/supervisor in order to:

- depict the teacher's classroom performance,
- diagnose the teacher's accomplishments and needs, and
- formulate a growth plan.

The performance criteria utilized by DeTEK instruments are carefully specified:

Six Performance Areas are identified:

Businesslike, friendly, verbally interactive, stimulating, individual-oriented, and multi-media integrative.

Twenty-two Behaviors are identified:

Each represents a more specific pattern of classroom teaching practices.

One Hundred and One Indicators are listed:

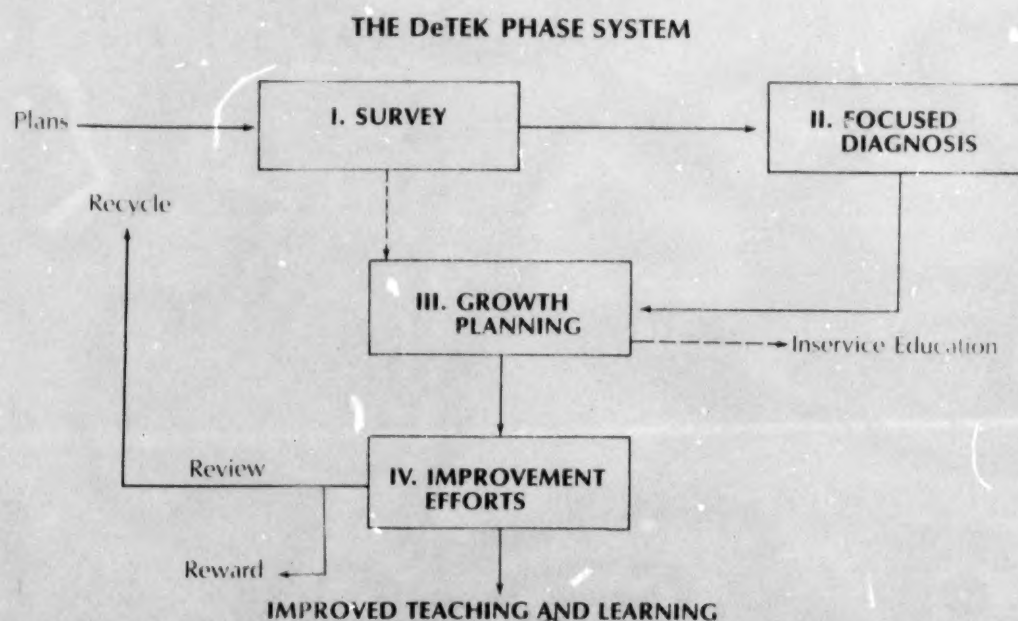
Each is an explicit example of a classroom event or events.

The multi-step evaluation sequence is designed to produce six outcomes:

- The collaborators (teachers, principal, supervisor or others) all grow in their professional understanding of the current state of affairs in the classroom.
- The teacher gains a clear and focused plan of action for professional growth.
- The teacher gains recognition for accomplishments.
- Students gain improved opportunities for learning.
- Conflicts and misunderstandings between teachers, administrators and others are reduced.
- Administrators and supervisors gain an objective data base with which to plan for inservice education and other programs for improving instruction.

To meet its three goals -- evaluation, diagnosis, and development -- the DeTEK System makes use of instruments in a four-phase sequence. The four phases are pre-diagnostic survey, focused diagnostic assessment, growth planning, and improvement effort. They interact as a developmental system. The system's flowchart is as follows:

Figure 1



The system depicted in Figure 1 on the preceding page is not unlike others that are being reported in the literature with increasing frequency in recent years (McNergney and Carrier, 1981; Brock, 1981; Melnik and Sheehan, 1976; Glickman, 1982). There are some unique things about DeTEK, however. As a kit it is a fully instrumented system. A handbook provides detailed directions for the principal and others involved. There are also a training manual and a resource file. Hence, all materials for full implementation of the system have been made available in DeTEK.

Operational Characteristics of the System

The System is designed as a 10-step sequence of events that are consistently collaboratively implemented by both teacher (evaluator) and principal or other supervisor (collaborators).

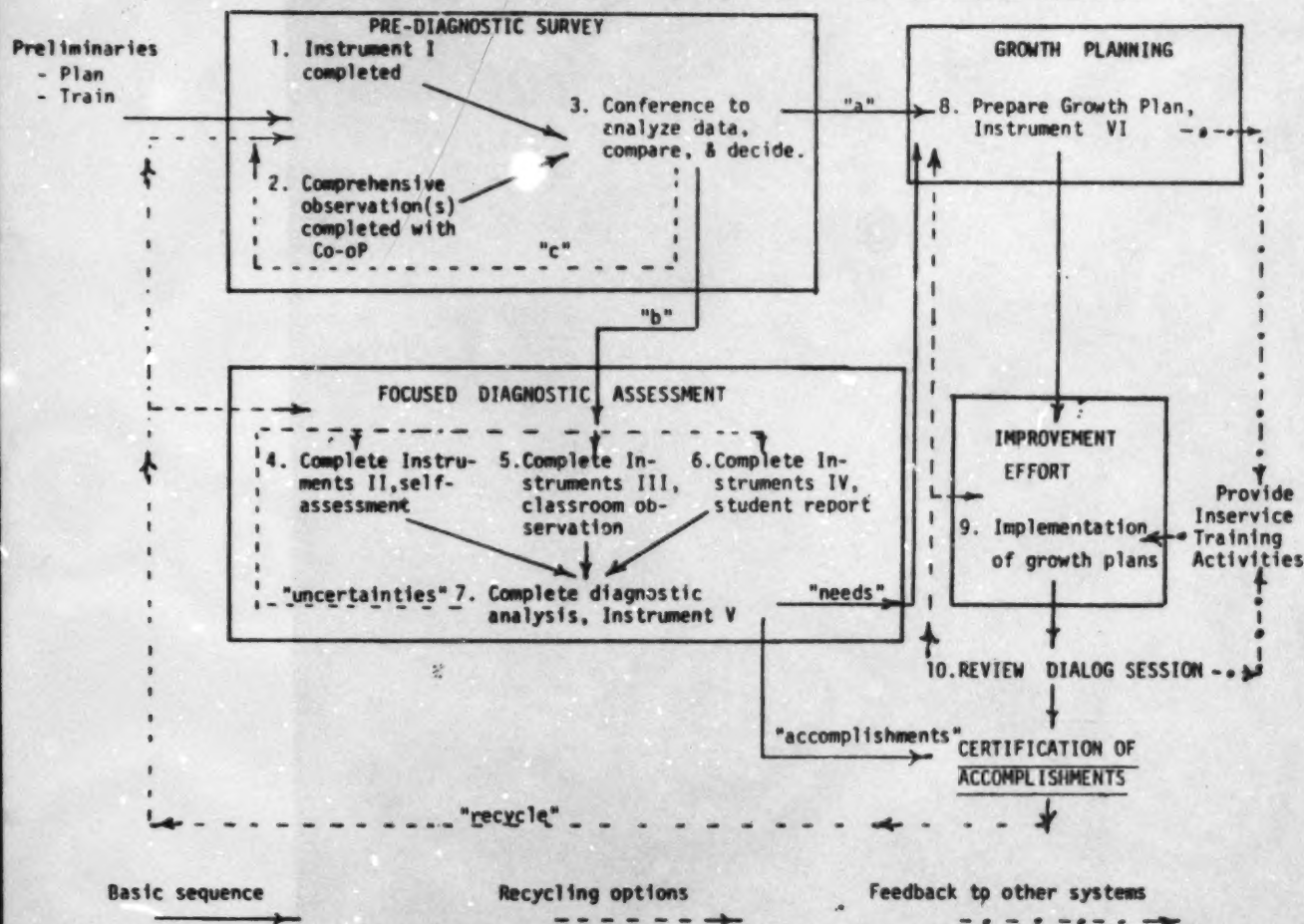
This process, which utilizes seven instruments, progresses
in a ten-step sequence through four phases, as outlined below.

Phase	Step	Instrument
One: Prediagnostic Survey	1. Self-analysis	I. Teacher Performance Screening Inventory: A Self-Analysis Survey
	2. Classroom observation	Comprehensive Obser- vation of Performance (CO-oP)
	3. Conference	I. Profile sheets
Two: Focused Diagnostic Analysis	4. Self-analysis, focused	II. Teacher Behavior Self-Report
	5. Classroom observation, focused	III. Classroom Observer Report
	6. Student reports, focused	IV. Supplemental Student Report
	7. Diagnostic analysis	V. Diagnostic Analysis Worksheet
Three: Growth Planning & Development	8. Planning	VI. Professional Growth Plan
	9. Implementation of growth plan	
Four: Review Dialog	10. Certification of accomplishments; identification of additional needs	Teacher Summary Record

Following step 10 the process requires recycling with a variety of options.

Figure 2

SYSTEMS DIAGRAM OF DeTEK IN OPERATION : A TEN - STEP SEQUENCE



Phase One: Pre-Diagnostic Survey

The Initial phase of the DeTEK process involves three steps:

- Step 1: The completion of Instrument 1 (Teacher Performance Screening Inventory) by the individual teacher as a self-analysis survey of classroom instructional practices.
- Step 2: A classroom observation of the teacher by the teacher's collaborator(s) (principal, supervisor, chairperson), using the Comprehensive Observation of Performance (Co-oP) instrument.
- Step 3: A conference between the teacher and principal (and other collaborators, if desired), in which the Instrument 1 data and the Co-oP data are compared and analyzed.

The analysis of the data will lead the teacher and principal, in collaboration, to choose one of the following three options as the basis for continuation:

- a. Proceed directly to growth planning. (step 8)
This decision is logical when the teacher and principal enthusiastically agree that the data clearly reveal a specific need.
- b. Proceed to focused diagnostic analysis of one to three selected behaviors. This decision is logical when the teacher and principal agree on a need but feel that further analysis is warranted.
- c. Recycle to step 2 for further observations by the principal and others. This decision is logical when the teacher and principal do not agree on a focus. Recycling gives the observer(s) the opportunity to become more familiar with the teacher's classroom performance and provides the teacher with the opportunity to review, and possibly to revise, his or her responses on Instrument 1.

Option "a" is most appropriate for beginning or newly assigned teachers with obvious problems that need urgent attention. Option b is generally selected with teachers who are performing quite adequately but who can profit from careful, focused, diagnostic analysis.

Phase Two: Focused Diagnostic Analysis

The focused diagnostic process includes steps 4-7 and makes use of instruments II thru V. The overall procedure in many ways resembles that used in steps 1 thru 3 but employs three sets of data to analyze in depth each of the one to three specific behaviors agreed upon in the step 3 conference (see preceding page, Option b).

Step 4: The completion by the individual teacher of the part(s) of Instrument II (Teacher Behavior Self-Report) appropriate to the behavior(s) selected in step 3. Instrument II, like Instrument I, is a teacher self-analysis instrument, but is used to determine the teacher's perception of the relative presence or absence of each of the indicators of the behavior(s) in focus. Only one, two, or three of the twenty-two behaviors are selected for use in this step.

Step 5: The completion by the classroom observer (collaborating principal or supervisor) of the part(s) of Instrument III (Classroom Observer Report) appropriate to the behavior(s) selected in step 3. Each part of Instrument III analyzes the relative presence or absence of the same indicators considered in the matching part(s) of Instrument II.

Step 6: The completion by a group of the individual teacher's students of the part(s) of Instrument IV (Supplemental Student Report) appropriate to the behavior(s) selected in step 3. Each student involved provides his or her perception of the presence or absence of the same indicators considered in the matching part(s) of Instruments II and III. (Note, however, that each indicator in Instrument IV is reworded for ease in student use.)

Step 7: A conference, at which the teacher, principal or supervisor, and possibly other professional personnel collaboratively complete Instrument V (Data Analysis Worksheet), using the data provided through Instruments II, III, and IV. The analysis of these data may lead to any or all of the following for the behavior(s) in focus: certification of accomplishment; identification of need for improvement; acknowledgment of uncertainty that requires additional observation(s) for clarification.

Phase Three: Growth Planning

Step 8: A conference at which the teacher and the collaborator(s) complete Instrument VI (Professional Growth Plan) to develop an improvement plan based on the needs agreed upon in step 3, option a, or diagnosed in step 7 (diagnostic analysis). The completed plan calls for specific growth activities and the use of specific resource materials cataloged in the Resource File. The plan also identifies the responsibilities of each participant in the improvement effort.

Phase Four: Improvement Effort

Step 9: Each collaborator carries out that aspect of the growth plan assigned to him or her at the completion of Instrument VI. Relating inservice education plans to diagnosed needs of individual teachers is also crucial.

Step 10: A conference -- the Review Dialog Session -- involving the teacher and the collaborator(s). Emphasis in this step is on recognizing the teacher's accomplishments: the improvements resulting from the successful completion of the growth-plan activities. The session, however, also provides an opportunity to make decisions regarding the initiation of a new evaluation cycle.

Recycling

Dashed lines in Figure 2 represent various recycling procedures. These procedures assure that evaluation and development continue. Recycling should be undertaken, for example, whenever step 10 has been completed or when step 9 has been underway long enough to warrant a new growth-planning effort.

Recycling may involve repeating the entire process with fresh instruments, starting again with step 1; or it may involve repeating only steps 4-10 (desirable when behaviors not previously selected are in need of focused analysis, or when any type of focused data -- self-report, observer report, or student report --

needs verification). Still another recycling pattern involves returning from step 10 to step 8 (desirable when the Review Dialog Session reveals the need to replan and continue improvement efforts).

DeTEK Materials

The Developmental Teacher Evaluation Kit provides all materials needed to implement the DeTEK system in a school with up to thirty-five teachers. Each kit contains the following four books and packages:

1. The DeTEK Handbook - provides background information on the system, together with detailed instructions for using the instruments and suggestions for installing the system and maintaining it as an ongoing evaluation and development program; designed primarily for the individual (principal or supervisor) who will administer the system in a school.
2. Training Package - includes the Trainer's Manual (full plans for six training sessions), together with overhead transparencies and materials to be reproduced as handouts and worksheets for the training sessions; this package also includes a sample set of completed instruments.
3. Resource File - an annotated list of more than 200 resource materials suggested for use in planning and implementing growth activities; provided on sheets of card stock that may be cut into 3x5 in. file cards.
4. Reproducibles Package - reproduction masters for the following items:
 - Instruments I-VI and Comprehensive Observation of Performance (CO-oP) Instrument
 - Directions for users completing Instruments I-VI (separate directions for each instrument)
 - DeTEK Criteria List
 - Record-keeping tools (Teacher Summary Record and School Summary Record, with directions for using each)
 - Planning Growth Activity Sequences (a descriptive list of activities suggested for use in teacher development)
 - Blank forms (Instruments II-IV and Resource File; these masters are provided to simplify extending or adapting the system and updating the school's catalog or resources, respectively)

Assumptions and Uncertainties

The design of DeTEK reflects several important assumptions about teacher performance and its analysis. First, it assumes that teacher performance is of critical importance to student learning. Second, it assumes that teachers, as professionals, can and should improve their on-the-job performance, and that they are willing to make a commitment to professional growth. Third, it assumes that consistent patterns of performance across a wide array of teacher behaviors are desirable goals for professional growth. Finally, while granting that teaching is much more complex than any limited set of performances or behaviors would imply, the design of DeTEK assumes that certain selected behaviors can be defended as constituting an essential core of performances.

In keeping with these assumptions, then, the prime objective of DeTEK is the improvement of instruction on the part of all teachers, regardless of specialization, prior experience, or level of sophistication.

Uncertainties abound in making such a "package" available to the field practitioner or scholar. Obviously, we have reason to believe that such a system has potential advantages, but whether they can be realized in practice remains to be seen. The system is not likely to be harmful (as many currently in use are). But a bit more time is required and unless utilized with skill and openness, the results may not be worth the cost.

Leadership competencies required for the effective implementation of this system are substantially limited by the carefully

detailed procedures and instruments. However, observations, feedback conferences and planning sessions are essential elements in this system for which there is no substitute for skill.

Research and evaluation efforts on any new system, such as this one, will be essential to more clearly determine training requirements for implementation, to estimate cost/benefit ratios, to draw comparisons with clinical, MBO or more traditional systems. The Southwest Educational Development Laboratory (Austin, Texas) in undertaking to disseminate DeTEK is endeavoring to gain the interest of state departments of education and college professors to stimulate research and evaluation studies of this system in operation.

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